

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

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Incorporating "The Education Authorities Gazette"

MAY, 1959
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After two and a half years of Schools Television, it is clear that certain subjects are proving themselves as perennials. 1959/60 will therefore include a science series running throughout the year, a drama series running for two terms, and further series on visual arts and the enjoyment of books.

The purpose of schools programmes has always been to supplement the teacher's own work by exploiting the resources of television to the full. These programmes bring into the classroom the real-life application of school subjects and aim at arousing the interest of children and encouraging them to further activity. In the new academic year, two different schools programmes will be transmitted daily, the first from 2.45 to 3.10 and the second from 3.25 to 3.50, thus giving a wider daily choice of subjects than in previous years.

Fuller information about plans for 1959/60—and details of the current summer term programmes—may be obtained from the Schools Liaison Officer, Associated-Rediffusion Limited, Television House, London, W.C.2.

For Scottish Schools there may be some rearrangement of programme times. Details may be obtained from the Schools Liaison Officer, Scottish Television Ltd., Glasgow.

These programmes are also available in the areas served by A.T.V. (Midlands), S.T.V. (Scotland), T.W.W. (S. Wales and the West of England), Southern Television, and T.T.T. (North East).

AUTUMN TERM, 1959 — 28 SEPT. TO 11 DEC.

Mon.	2.45	The Craft of Hands	12-14
	3.25	Endless Adventure I (Science)	14 & over
Tue.	2.45	For Primary Schools	About 10
	3.25	Endless Adventure I (Science) (repeat)	14 & over
Wed.	2.45	Endless Adventure I (Science) (repeat)	14 & over
	3.25	The Artist & Society	16 & over
Thur.	2.45	For Primary Schools (repeat)	About 10
	3.25	The Craft of Hands (repeat)	12-14
Fri.	2.45	The Craft of Hands (repeat)	12-14
	3.25	The Artist & Society (repeat)	16 & over

SPRING TERM, 1960 — 18 JANUARY TO 1 APRIL

Mon.	2.45	Books to Enjoy	12-14
	3.25	Endless Adventure II (Science)	14 & over
Tue.	2.45	For Primary Schools	About 10
	3.25	Endless Adventure II (Science) (repeat)	14 & over
Wed.	2.45	Endless Adventure II (Science) (repeat)	14 & over
	3.25	English Drama	13 & over
Thur.	2.45	For Primary Schools (repeat)	About 10
	3.25	Books to Enjoy (repeat)	12-14
Fri.	2.45	Books to Enjoy (repeat)	12-14
	3.25	English Drama (repeat)	13 & over

SUMMER TERM, 1960 — 2 MAY TO 17 JUNE

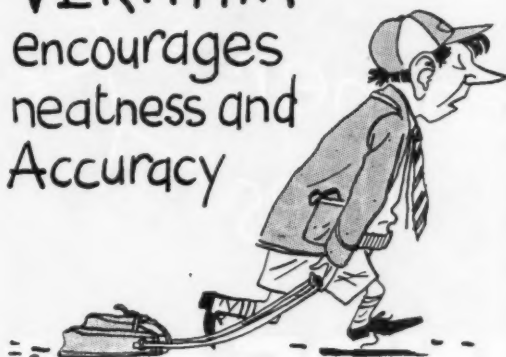
Mon.	2.45	London: Capital City (Geog/Hist)	12-14
	3.25	Endless Adventure III (Science)	14 & over
Tue.	2.45	For Primary Schools	About 10
	3.25	Endless Adventure III (Science) (repeat)	14 & over
Wed.	2.45	Endless Adventure III (Science) (repeat)	14 & over
	3.25	English Drama	13 & over
Thur.	2.45	For Primary Schools (repeat)	About 10
	3.25	London: Capital City (Geog/Hist) (repeat)	12-14
Fri.	2.45	London: Capital City (Geog/Hist) (repeat)	12-14
	3.25	English Drama (repeat)	13 & over



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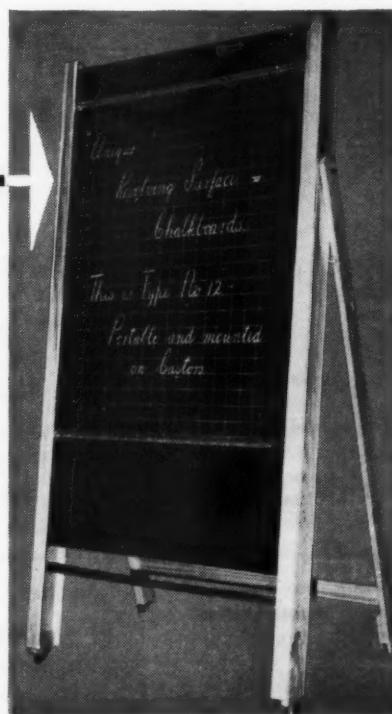


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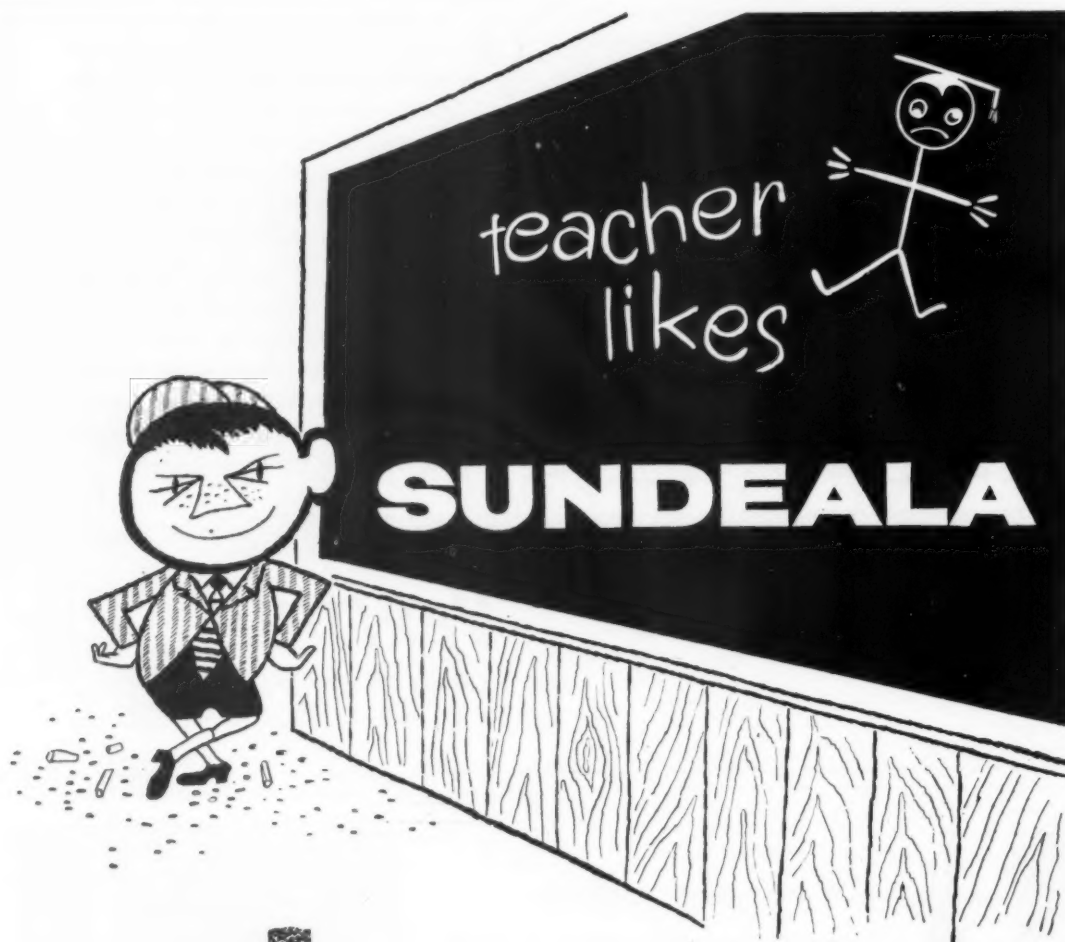
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The SCHOOL GOVERNMENT CHRONICLE

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MAY, 1959

Library Work among Young People

What has been achieved at Islington

The annual report of the Islington Public Libraries gives details of much interesting work among young people. It is estimated that there are 30,540 children of compulsory school age resident in the Borough; 50.9 per cent. of these are members of the Junior Libraries. This high proportion is the result of a sustained effort to ensure that every child in the Borough is aware of the facilities provided. Suitable and attractive books for children of all ages, tastes and levels of reading ability are provided and the library staff take active measures to bring these books to their notice. This account of the work shows how they have approached the child through his school interests and leisure time activities. It is when the child has finally emerged as an adult reader, able to find his way about the world of books and make intelligent use of the library service, that the work in the Junior Libraries has achieved its purpose.

The Approach Through School Interests

Although 1,009 school classes, totalling 31,538 pupils, visited the libraries during the year, this represents a drop of sixty classes compared with the previous year, and there is some evidence that the increased provision by the London County Council of libraries on school premises may eventually curtail this side of the work. This is a logical trend, for most of these classes come to carry out simple research work on subjects connected with school studies, so that the children may learn how information of all kinds may be quickly found in books. With more ample stocks of books in schools, some of this work can be done there. It will, however, be a great loss to the child if his class visits to the public library are entirely discontinued, for in those circumstances he would be denied this valuable encouragement to explore the wider resources of a library service which is available to him not only throughout his schooldays but also during the rest of his life.

In order to emphasise the close link between school

and public library, a display stand, books and other items were lent to a secondary boys' school on the occasion of their open day; and various photographs, printed material and note books compiled by children as a result of their researches during class visits, were lent to the Ministry of Education for exhibition at a conference on Primary Education for English and Belgian Teachers held in London.

We cannot speak too highly of the co-operation received from the education service says the report. The children's librarians made sixty-eight visits to schools during the year, sometimes to address groups of children. Teachers were always ready to bring their classes to the libraries whenever circumstances permitted and to keep their children informed of library activities; the divisional officer and his staff were unfailingly helpful and courteous.

—Through Leisure

A continuous stream of enquiries from children after school hours are dealt with at the libraries. The variety is endless. During one evening they were asked for books about Roman Britain; home sweet making; football; coal; lifeboats; careers; The Tower of London; Madame Tussaud; basketry; marine biology; ballet; saints; cave men; and "ice-sausages triangles!"

A number of children are initially attracted to the libraries by the talks, film shows and other activities which are organised with this objective. A total of 285 toddlers attended 27 picture book readings; and 2,760 young children attended 134 story hours (some illustrated by film strips). In addition, 6,314 slightly older children attended 67 film shows and talks.

The library clubs met ninety-one times. The clubs at the South and West libraries held a varied programme of meetings which included gramophone sessions, book quizzes and discussions on such subjects as "What constitutes a good book" and "Libraries in 2,000 A.D." The Central Library club specialised in play reading and

had one of their most successful seasons; the North Library club continued with their puppets and gave two shows to other children at their own library as well as another at the Central Library.

For the first time, it was possible to extend club activities to the Lewis Carroll Library where a correspondence group was formed to exchange letters with Liège children's library in Belgium. Letters were sent in English and received in French; the various accompanying photographs and other items were displayed in the library for the interest of other children. This new club met five times with an average attendance of thirteen at each meeting.

—To the Teenager

Direct approach to the teenager is less easy than to the child but whenever possible groups of young persons were introduced to the adult departments. All older children approaching school leaving age were encouraged to borrow from the Adult Lending Library when they changed their books at the end of a school class visit. Displays of library publicity material and books at the council's four receptions for school leavers held at the town hall also afforded opportunities of making contact with this age group.

—Through The Adult

It is most important that all adults in touch with children and interested in their pursuits should understand what the public library has to offer. We were

therefore, continues the report, pleased to welcome to our children's libraries three groups, totalling fifty-six adult students. Two of these groups came from the Home Office Child Care Course at the North-Western Polytechnic; the third group came from the Department of Librarianship at the same Polytechnic. The Principal Assistant-in-Charge of Work with Young People gave two lectures to the Sisters' Training College at the National Children's Homes at Highbury, and also spoke to a local Young Wives' Club. A number of individual students, especially from teachers' training colleges, also visited our children's libraries.

—Through Books

Every care is taken to make the child's visit to the library a happy experience which he will wish to repeat. This entails giving him the help and guidance which he so often needs in choosing a suitable book; it also means that occasionally special attractions must be provided to stimulate the child's interest. For instance, it is found that the number of books borrowed tends to fall during the long summer holiday. In order to maintain interest in reading during this period, a Summer Holiday Reading Competition was organised by the Libraries committee, with books as prizes. The competitors were invited to travel from the earth to the moon along a trail of books; their progress was recorded by means of coloured paper space ships pinned to large posters in each library. Every book read earned the child a mark, but certain parts of the trail could only be travelled by reading specific types of books. The contest attracted 555 readers, 369 of whom made good progress and read between them a total of 2,498 books. Sixteen children reached the moon. Twenty-six children received prizes, some of which were generously donated by the children's librarians. This competition was particularly successful in fostering contact between the children and their librarians. It is hoped to make it an annual event.

There has been a brisk demand for books on all aspects of science, especially at junior school level, but although several attractive and readable books appeared during the year many more could be used.

—Through Other Channels

133,067 books were issued through the medium of thirty-seven schools participating in the school library service. Each of these schools is situated more than a quarter of a mile away from the nearest branch library, or is separated from it by a main traffic route. Collections of books are therefore issued on loan at the beginning of each school term, as a supplement to the school's own library books provided by the London County Council, so that books are made available to children who might not easily be able to visit a public library. Help and advice in selecting books for purchase for school libraries was given to a number of schools and individual teachers.

Small collections of books were also made available to Probation Officers working with Islington children. These were found helpful in kindling an interest in reading and in some instances children who were backward in reading were able to make good progress.

The special collection of books suitable for backward readers continued to serve a useful purpose among a wider public.



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Secondary Modern School Aims

Catering for Abler Pupils

Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, told the North-East Federation of Head Teachers' Association that he sometimes felt we were tending to devote a disproportionate amount of thought to the organisation of secondary education, and rather too little thought to the academic standards which we could rightly expect of the abler pupils in our secondary modern schools.

Sir Edward, who was addressing the association's annual conference said he would be the very last to want our modern schools to ape the grammar schools, or that they should attempt to teach a watered-down version of the grammar school curriculum to everyone, but there were clearly some children who would never be suitable for a curriculum of the traditional academic type. "Equally do not let us forget" went on Sir Edward "the very wide range of ability in our secondary modern schools today. These are the schools where very nearly three-quarters of our children receive their secondary schooling, and they have to cater not only for the least able children but also for that considerable number who fall only just short of the standards in the grammar schools. And I do think we should remember that there cannot be anything like a sharp dividing line between those children who are suitable for the traditional academic curriculum and those who are not.

"There must, therefore, be a very considerable number of children in secondary modern schools who ought to be taking a *part* of the academic curriculum—say history, geography, English, arithmetic, the elements of general science, and perhaps French—even though they cannot manage to cover so wide an academic field as most of their contemporaries in grammar schools, and even if they never quite reach G.C.E. standard.

"I have sometimes had the experience of being shown round a fine new secondary modern school, and after I have been taken for a detailed tour of craft rooms, the history and geography rooms have been dismissed just a little airily as ordinary classrooms. I must say this always bothers me, and if there is a little time to spare I invariably ask to be taken round one or two of these ordinary classrooms as well—where, incidentally, there is often evidence round the walls of first class work done by teachers out of school hours.

"I do not wish to say anything against the admirable work which is done in the craft rooms of many of our secondary modern schools—nor should we forget, by the way, the very high standard of metal work which is done in some of our grammar schools as an optional sixth form subject. But there are just two caveats which I should like to enter.

"First, when teachers stress the value of crafts on the grounds that we must do the best we can for these children, do not let us be too diffident about the standards which many of these children can reach in ordinary academic subjects. We can often do the best for these children by helping them to carry a few of these subjects to a rather higher level; and this may well play a larger part in fitting them for their subsequent work in technical colleges than the hours they spend doing wood-work or metal-work.

"Secondly, whereas I am myself fully in support of

domestic science teaching in schools—and incidentally I have no patience at all with those who criticise the model flats, which seem to me an excellent idea—do not let us forget either that girls can learn to make coffee at home, whereas if general science is not learnt at school it is normally not learnt at all.

"As you know, under the Government's new five-year school building plan many new secondary modern schools are going to come into existence, and others are going to get new buildings. All this will create new opportunities, and I do hope that the schools will take advantage of them to undertake really ambitious work, not just in practical subjects but in academic subjects as well; for there must always be a considerable overlap in ability between the bottom stream of a grammar school and the ablest pupils of a modern school, and there is no reason why their work should not cover a good deal of common ground.

"Our grammar and technical schools give a good academic education to roughly the top 25 per cent. in ability of secondary school pupils, but this is no reason why our secondary modern schools should not be providing a sound academic education at an easier pace for the next layer of ability. This is the approach which underlies the whole of the Government's White Paper and I believe that it is in this spirit that we should try to fulfil the ideals of the great Act of 1944."

Comprehensive Schools

Mr. Geoffrey Lloyd refuses Darlington Proposal

Mr. Geoffrey Lloyd, Minister of Education has informed the Darlington Local Education Authority that he is not prepared to approve a comprehensive school which has been proposed by the authority.

The proposal, against which the Minister had received many objections, was for a new county secondary school for about 1,200 pupils at Branksome. It was to be a single school for all pupils of secondary school age living in the Cockerton and Pierremont areas of the town.

The authority had said that ultimately they would not consider for admission to the two local grammar schools pupils from country primary schools living in the area covered by the Branksome school. This meant that, at that stage, parents living in the area would not be able to choose to send their children to one or other of the two grammar schools if they reached the necessary standard.

The letter to the local education authority says that, in the Minister's view, there can be no good reason for such a restriction on parents' freedom of choice. It points out, in the words of the recent White Paper on Secondary Education for All, the Minister cannot countenance such restrictions where they are proposed "simply in order that a new comprehensive school may enjoy a monopoly of the abler children within its area."

The authority had previously proposed a secondary modern school for 600 pupils at Branksome. The Minister agrees to this. The letter makes it clear that if any qualified pupils were excluded from one of the two grammar schools on the grounds of residence in the area of the new school the Minister would be most unlikely to support the authority if there were appeals from parents.

Diploma in Technology

Number of Students more than Doubled

The number of students taking advance courses leading to the award of the new Diploma in Technology has increased more than two-and-a-half times during the past eighteen months.

In a foreword to the second report of the National Council for Technological Awards Lord Hives, the chairman of the council says that 2,518 students are now following 66 courses leading to the diploma at 20 colleges as compared with 965 students following 37 courses at 11 colleges in November, 1957.

Since the council was set up by the Minister of Education just over three years ago the first Diplomas in Technology have been awarded and shortly several hundred diplomats will be taking their place in industry each year. The council express their great indebtedness to the technical colleges and to the industrial organisations whose efforts have made possible "this rapid and striking development." Lord Hives in paying his tribute to industry refers to the fact that 82 per cent. of students following sandwich courses leading to the Diploma in Technology have their fees paid by their employers.

The council are impressed by the number of fine and well-equipped buildings being planned and constructed. In no case so far has the absence of residential facilities prevented courses being recognised by the council, but they point out that when renewals of recognition are considered they will expect to see "at least firm plans for the provision of hostels at those colleges where there is a substantial number of students attending courses leading to the Diploma in Technology."

The council believe that the number of courses they can ultimately recognise will depend on the availability of staff of the quality and experience required for these advanced courses. They hope that more and more highly qualified technologists will find a worthwhile career "in the exciting development of work in the technical colleges."

Although the colleges must take the action necessary to ensure that the standard of industrial training matches that of the academic study, the council themselves must also be satisfied that each student following a course leading to the diploma is undergoing proper planned industrial training. The nucleus of an industrial training panel is now considering how best this end might be achieved in collaboration with the colleges.

The report says that colleges are active in developing liberal studies in a wide variety of ways. Many colleges now provide a basic course in English and social studies leading to an introductory study of industrial administration. Courses include such topics as economic history and geography; the impact of modern scientific thought on philosophy, psychology, literature, art and music; the history and philosophy of science; the aesthetics of engineering design; industrial relations; the economic aspects of industry; and industrial law. All schemes give particular emphasis to written and spoken English and a considerable number to English literature as well.

Last November the council outlined their plans for an award higher than a Diploma in Technology which would lead to admission to membership of the College of Technologists. This scheme is now well advanced and details will be announced as soon as possible.

A general guide to the qualifications generally acceptable for entry to a course leading to the diploma is given in the report.

The report includes a list of the external examiners appointed by the colleges with the approval of the council. The examiners are drawn not only from universities, but from private and nationalised industry, the leading technical colleges and the scientific civil service.

Hotel Keeping and Catering

New National Diploma Introduced

A new scheme for the award of a National Diploma in Hotel Keeping and Catering is announced by the Ministry of Education and The Hotel and Catering Institute.

This is part of the natural development of education for the hotel and catering industry which is playing an increasingly important role in the national economy. The tourist industry for example catered last year for 1,245,000 visitors and gained for this country £139,000,000 in foreign currency, the largest share of which, 45 per cent., was spent in hotels and catering establishments.

The industry has recognised the growing need for adequate training and education and the number of students in the colleges has increased steadily. In 1950 there were 828 full-time, 1,834 part-time day and about 3,000 evening students. In 1957 there were 1,979 full-time, 2,712 part-time day and about 5,000 evening students, a total of 9,691, which represents an increase of more than 4,000 over the total for 1950. About half the students are girls.

The introduction of the new National Diploma is a major step forward in the development of hotel and catering education. It gives recognition to the status of hotel and catering education in the country to-day and will set the seal of national approval on students who complete satisfactorily an approved three-year full-time course. The aim of the course is to give a sound initial training to students who, after gaining practical experience in the hotel and catering industry, aspire to managerial positions. The Institute intends to give holders of the new Diploma full exemption from its Associate Membership examination.

The administration of the scheme will be in the hands of a Joint Committee appointed by the Ministry and the Institute. The members of this Committee will be Mr. W. J. Coaley, M.B.E., F.H.C.I., Mr. A. H. Jones, M.B.E., F.H.C.I., Mr. Julian Salmon, C.B.E., B.A., F.H.C.I., representing the Institute; H.M. Inspector Mr. M. F. Bird, H.M. Inspector Miss K. M. M. Tobin and H.M. Inspector Dr. A. Urie, representing the Ministry of Education; Dr. E. Williams, B.Sc., F.R.I.C., representing the Technical Colleges and Miss E. Hollings, B.A., representing the Principals and Teachers in Technical Colleges.

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My Geography

BY JUNIUS

I was initiated into the mysteries of geography at an early age by my father who had a penchant for making up his mind at a minute's notice, packing his trunk, booking his steerage ticket and heading for the "States" or Canada. The "States" to my infant mind represented some place reached after you had journeyed by train from our local station to Lime Street, Liverpool, taken a cab to the landing stage and then embarked upon a large ship like the Celtic or the Saxonia.

After a few months of prospecting he would return and take up life where he had left off and in the interval between his return and his next journey every detail of his experiences would be not only the property of his family but the somewhat bewildered possession of the whole village in which we dwelt.

On the form of entry which he had to complete before being allowed to sail, Britishers and Scandinavians seemed to be especially favoured and the rest of the inhabitants of the world viewed with some suspicion. The guide books and maps which came in his luggage were eagerly scanned and the journey followed, place by place, until father ranked with Marco Polo, Mungo Park, David Livingstone, Captain Cook, and a host of others, including, according to some of the know-alls of the village, Baron Munchausen.

Specialism

But this was pure specialism of Canada and the "States." Of the remainder of the world we knew little. In the infant school we saw pictures of outlandish animals like the elephant, which walked through the village advertising a circus, whose animals we were told came from foreign parts. We heard of "darkest Africa" and its coloured peoples from occasional lecturers, who with lantern slides painted a lurid picture of the trials undergone by missionaries and asked for our help.

One of these lecturers mentioned that in these sun-baked areas, a cup of cold water would be very acceptable and a host of children wondered why he did not avail himself of the tap and volunteered to surrender their stint. The lessons on Holy Scriptures often dealt with foreign parts and when illustrated by slides, drawings or maps of the Near East, produced that extra tint of colour and tinge of interest which made the lessons so satisfying. But on the whole, geography to the infant was a jumble of home, school and round about; holidays and a visit now and then to the market of the nearest town, or to one's relations. Mother and father made all the arrangements; the infants were classed with moveable baggage.

Junior School

In the junior school during the set lesson large maps were placed on the blackboard and some of the major conventional signs were pointed out. The British Isles were modelled in plasticine and the hills and rivers and coastal formations such as bays, gulfs, headlands and points, were all indicated. The geography reader was

now a welcome asset, arousing much thought and speculation and frequently calling upon the resources of the teacher for interpretation and amplification.

Senior School

At eleven plus, on entry into the old senior school, the system leaped into top gear and the syllabus triumphantly included—the British Isles, in detail, the British Empire, in lesser detail, and the rest of the world in still vaguer detail, and all this was to be tackled by wall maps, pictures, more geography readers and map drawing books, in which countries were "drawn" in outline and five or six lines in blue ink were transcribed parallel to each other to indicate the sea. The maps were then "filled in" to show physical, commercial or industrial features.

There were no atlases and rarely if ever did the children view a map which depicted their own neighbourhood and its surrounds. The intimate, conventional signs which represented something the child saw and lived amongst every day, were unknown to him. He could readily point out the Amazon or the Mississippi, but could not discern on the map a bridge within walking distance of his home.

The Teacher

But there was the teacher—the travelled teacher was a jewel. He or she was a host of geography lessons. Real adventures, real travels, real pictures purchased on the spot, first-hand descriptions of the peoples and their customs and a touch of banter to shatter for all time the illusions so firmly fostered by evergreen, distorted travellers' tales or the misleading efforts of the seaside poster artist. But imagine the position of the teacher who had travelled little and who was per force compelled to call in various aids and stick to bare facts. A young teacher touring Scotland was once heard to say that "he had had to give many lessons on the Highlands of Scotland but seeing them was altogether different from his impressions of them."

How fortunate was the school which employed a caretaker who had spent his youth in sailing the seven seas and whose services were often requisitioned by the teachers, to regale the children with accounts of sailing down from Rio, through the straits of Magellan and up to the Golden Gates or perhaps Victoria on Vancouver Island, or maybe he would ship them east of Suez, forgetting to mention "where there 'ain't no ten commandments", ferry them down the Red Sea and through the Gate of Tears and on to Mother India and colourful Ceylon. The trouble was that after hearing him, recruitment for engine drivers fell off very badly and everybody wanted to be real sailors, in canvas and not in steam.

There were some in the teaching profession who felt that geography, as taught, was too much of an impressionable airy-fairy subject, which told you of places you would never visit and afforded you little or no help if

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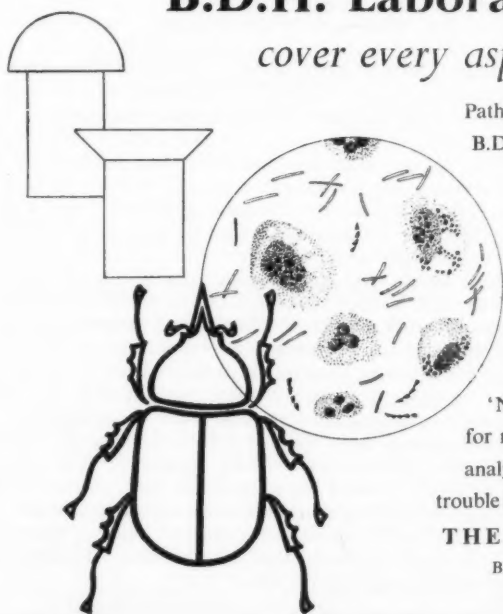
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you happened to be lost near home. At the local grammar school I attended, after achieving Standard Ex.7 in a senior school, the headmaster soon demonstrated to me that the geography he taught was "going to stick." His motto was "thorough." Just as some old history dons at Oxford firmly believed that maps and dates were the vitals of history, so did our headmaster postulate that maps and facts were the essence of geography and he insisted upon his pupils knowing them. Accordingly he ordered a well known geography book crammed with maps and facts and set huge chunks for homework, and then allocated marks for each question answered correctly during an oral examination. After we had mastered the names and places of the rivers, mountains, lakes, capes, bays, gulfs, cities, towns, we tackled the names of the principal towns and industries on the railways and canals. In short we were ready for any quiz and were prepared fifty years before our time. Having finished this type of fact finding and recording, we turned to physical geography which to many of us was more inspiring and imaginative than having to assemble and reel off a list of facts for fact's sake. Our physical geography included some astronomy and its aid in finding our way on land and sea was later to prove invaluable. Everybody could recognise the Pole Star from its betrayer, Ursa Major, and how useful was that knowledge to be to hundreds who devoid of landmarks had to find (in the two great wars) their way back to their own lines. And we were introduced to contours! Contours were to map reading as the old Ass's Bridge was to Euclid—the old and rare Euclid, not the present mode of geometry made easy. A young subaltern on his way to a map reading examination was asked "if he had brought his contours with him." "No," he replied, "Do you need them?" "If you haven't got them you don't stand an earthly," was the reply. So he went round to all his friends, trying to borrow a couple of contours.

In the Army

It was in the Army that map reading came into its own. In the first world war very few men could "read" a map and only possibly was there here and there an N.C.O. with that accomplishment. Glaring cases often occurred where men were unable to direct themselves safely to their own lines. So-called guides have been known to walk into the enemy lines. In the second world war, map reading was drummed into all ranks of the services; the Home Guard particularly specialised in it. There was no necessity for anyone to be lost. When the signs were obliterated and the sign posts were uprooted, the lorry drivers and officials visiting the evacuation areas had to depend on their own initiative—the sun by day, the stars by night and a pocket compass in case of foul weather. They found their way like the ancients in the days of old and completed their errands.

The activities of the United Nations have introduced us to aspects of geography of which we never dreamed; the aeroplane has shown us many features which we were formerly prepared to take on trust. Fly over the Alps and see the panorama all spread out below you for your edification. There you can see the beginnings of rivers which tortuously weave their ways through the yielding soil, dropping in conformity with the changing speeds the heavy particles wrenched from the mountains and

with the finer and lighter grains slowly but surely silting up the estuary. And man and his industry at his best and his worst; his smokeless zones, his dark satanic mills. Or perhaps emplane at Gander near Montreal and fly to the west over the myriad lakes and islets with their variegated colours. See the Great St. Lawrence and the five magnificent masterpieces known as the Great Lakes and the rolling prairies and perhaps your forgotten knowledge will somehow return to you and help you to rally your forces and enjoy the scene below, because you have some inkling of the whys and wherefores.

But let Philip Wylie in his *Innocent Ambassadors* speak for geography: "Did you expect when you studied geography in Grade Seven ever to fly down the South China Sea? Can you recall the locus and map-look of such Seas? And would you find it uneventful to fly a course, on a clear day, which brought you to the realm where English Anna met that exotic King. Would you not find it adventure, if a low coastal plane come suddenly under your wing was Indo-China—lands called Vietnam, Laos and Thailand?"

And with this let us close and echo the sentiments of all who have enjoyed travel on land, sea and air—with the words, Hail Geography!

CORRESPONDENCE

Teacher Training

To the Editor of THE SCHOOL GOVERNMENT CHRONICLE.

SIR—I should like to comment briefly on a point made in your March issue in the article "As the Administrator sees it." I refer to the statement "The pressure on training colleges is extremely severe. No doubt the position will improve when the additional places in training colleges are ready in a few years' time."

This is, of course, a mistake which is very easy to make, but it is a serious one. The extra places now being provided in the training colleges will not increase—by more than a few hundreds—the numbers of places available for students. The extra places will simply be used to accommodate the third year students who will be remaining for an extra year in college. The annual output of teachers will remain at about 11,000 a year.

When it is remembered that the age group will increase very sharply in the next few years, and will remain at a high level for as far ahead as can be forecast, it will be seen that a true expansion of the training colleges is of the greatest urgency. The present programme, which I think should be termed a "replacement plan" does almost nothing to meet the real needs of the situation.

Further, it is not usually grasped that in 1962 no newly qualified teachers will leave the colleges, so that in that year there will be a loss to the schools of between 10,000 and 11,000 young teachers. The National Advisory Council recommended that plans should be based on making up that loss over five years, by providing an extra 4,000 places in the current building programme. It is surely essential that at least that minimum target should be reached by 1962.

Yours faithfully,
F. A. RHODES, *Deputy President.*
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As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

THE SUPPLY OF BRAINS

Dr. D. M. McIntosh, the Director of Education for Fife, has published the results of an enquiry into ability. His purpose was to estimate the proportion of each age group which could reasonably be expected to proceed to university and professional studies.

As a result he concludes that just over 11 per cent. of every age group can reach this standard. One must not be depressed by such a conclusion. It must not be assumed that this lucky 11 per cent. will achieve happiness and success in the world and that the remaining 89 per cent. are doomed to menial jobs and drudgery. No matter what the professional researcher might say, the results in later life do not wholly bear out the forecast given at school. Dr. McIntosh recognises this.

The truth is that people who can pass examinations are only showing that they can pass examinations. This is the only valid conclusion that can be reached. In the academic field a closed circuit has been created. The people who set the examinations have themselves demonstrated their ability to pass examinations. Their avowed purpose is to find out those with ability, but in truth they only find out those who can pass examinations.

This is not to belittle their work. There is no doubt that in the grammar schools and universities real success is achieved in finding out those who have what we call "academic ability." The process has been going on for a number of years. The path is well defined. The methods and subjects are long established. The boys and girls concerned enjoy the challenge. Everyone—examiner and examinee alike—knows the rules. The work is in every way successful.

In some ways life would be very much simpler if success and happiness in later life would be the just reward of the boys and girls who have passed through this course of studies, but it is not so. There is no such thing as intellectual predestination. The brilliant failure is perhaps more common in fiction than in real life, but he does exist.

What are the factors which prevent some of this brilliant 11 per cent. from fulfilling their promise? Is it a character defect? Is it an unhappy marriage? Is it just bad luck? Truly there is material here for a tragedy on the Shakespearian model. Nietzsche declared: "Character is destiny." He did not, it will be observed, state that "Intelligence is destiny." The world awaits a piece of research which will set out the factors which can prevent a good intelligence from manifesting its true powers in the rough and tumble of the world. That is a task for the research departments of universities. It is worth very much more than a Ph.D. All mankind will be in debt to the researcher who probes this mystery.

THE REMAINING 89 PER CENT.

What about the remaining 89 per cent. who, according to Dr. McIntosh, lack academic ability? It is clear that, as at present organised, the education system has failed

signally to devise suitable courses of instruction for this, the great mass of the people. Unfortunately the politicians to a certain extent have taken control. One group sees the comprehensive school as the answer. Another group sees separate schools as a solution. Whatever system is established it is clear that if Dr. McIntosh's conclusions are correct our methods and aims in many schools will have to be drastically changed.

Many teachers, of course, particularly in the modern secondary schools of England and the junior secondary schools of Scotland, have reached this conclusion independently. It is obvious that an academic education and an academic approach are of little use to the great mass of children; yet many of them, in their own way, can achieve standards just as high as that of a Fellow of All Souls'. Many a professional footballer, many a craftsman, many a husband and wife, many a father and mother, who failed the 11-plus examination are better exponents of the art of living than a Double First with duodenal ulcers and a broken marriage.

Considerable research is required to solve the problem of the curriculum for the unacademic 89 per cent. Here is a task which offers a challenge to everyone concerned with education. The suggestion has been made above that research should be undertaken into the factors which prevent academic ability from flowering in adult life. At the same time research should be directed at the qualities which can compensate many members of the non-academic group for their lack of academic ability. The illiterate who makes good in later life is, perhaps, more common in fiction than in real life. The hero of Somerset Maugham's short story is not very common to day; yet there are people who do appear to be compensated in other ways for a lack of intelligence. Is it character? Is it good health? Is it good luck?

It is clear from observation of the world around us that everyone carries defects and qualities which on the one hand reduce efficiency and on the other increase efficiency. What are they? Are they inherent or are they acquired? Does mankind carry the seeds of predestination or is there complete free will? When these questions are answered we shall get pretty close to the secret of personality.

The enquiry which Dr. McIntosh has carried out is an important first step towards further enquiries. It would be a pity if the challenge was not accepted by universities and other research organisations. Much of research is sterile and unproductive. Research into matters of this kind, however, is important, because the subject matter is the very kernel of education and of life itself.

Mr. Herbert Heginbotham (Birmingham) has been elected vice-president of the National Association of Youth Employment Officers, and Mr. Percy Walton, of Worcestershire, is the new secretary.



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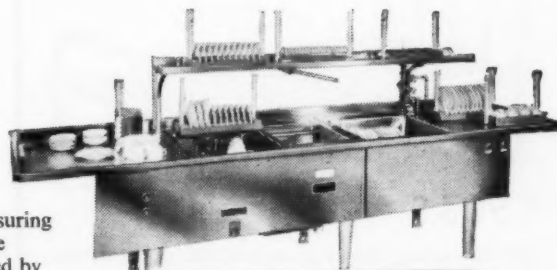


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EDUCATION REVIEW

No. 3406

MAY, 1959

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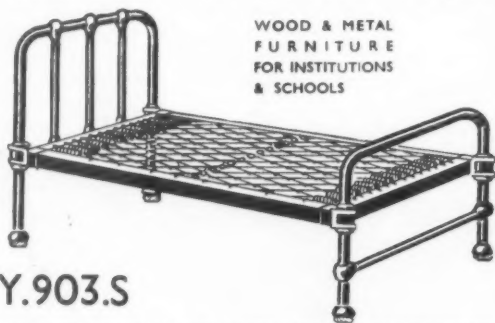
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Month by Month

THERE was much necessary discussion at **Burnham private meetings** last month between **Burnham Committee** members of the Burnham Committee and those whom they represent thereon. It became evident that neither employers nor employees desire any real revision of the 1956 Burnham Report. The time factor may well be pleaded as adequate reason for leaving undisturbed the bewildering complications, which have done so much to render the Report unintelligible to the public and to the elected representatives of the public. Yet the task will eventually have to be attempted and will become no easier if it is deferred for three years or more. It is now known that the Burnham Committee met on the 29th April, but failed to reach an agreement and therefore adjourned until the 13th May. The Local Authorities' Panel met separately after the abortive meeting and made to the Teachers' Panel an offer in line with proposals recently submitted to and endorsed by their constituent associations. The Teachers' Panel stated that they would have to consider the offer within the next two weeks. Sir Ronald Gould not unnaturally refused to be drawn into any expressions which might prejudge the outcome of such consideration. It is gratifying to know that the Local Education Authorities' Panel has acted so promptly in a situation of considerable difficulty. One may be justified in expressing a degree of sober optimism regarding the outcome of the local authorities' offer.

* * * *

Schools and the Common- wealth.

THE Ministry of Education meanwhile is very much concerned about the curriculum of senior, and even junior, pupils so far as it may be concerned with teaching about "the Commonwealth." Circular 2/59 is addressed to Local Education Authorities, Managers and Governors of Aided-Voluntary Schools, Independent Schools and Training Colleges. One may question whether the circular will really do much to further the ends desired by the Minister, and indeed whether it is really necessary at all. The Circular runs to 18 paragraphs, followed by six appendices.

"The main purpose of this circular is to encourage and stimulate thought about the Commonwealth among those concerned with the education service in England and Wales and to suggest some opportunities for teaching about it in schools."

Unfortunately the Circular is neither encouraging nor stimulating. The writer does not seem to be at all clear about those to whom he is writing. For some of his readers, the rather banal language and the assumption of total ignorance may be justified, but surely not for many. Paragraphs 9 to 16 are concerned with Practical Suggestions for Teachers. "Many teachers" we are told "already undertake some study of the Commonwealth, but there may be some who find it difficult to decide how to set about it." It is to such teachers that this section of the circular is particularly addressed. The Minister at the same time recognises that "teachers

themselves are the best judges of what should be taught and when, and how, in their particular circumstances."

It may seem at first a very small point—but is it really?—that Government can change the connotation of a well established word, and that without word of notice or explanation. For reasons both historical and political the British Empire gave place to the British Commonwealth of Nations. Then the word *British* was dropped and there remained the Commonwealth of Nations. Now it looks as if the absolutely essential words "of Nations" have also been dropped. According to Dr. Johnson's Dictionary the word *commonwealth* has three meanings: (1) a polity, an established form of government; (2) the publick, the general body of people, and (3) a popular or republican form of government. Clearly an association of free nations is not a commonwealth as the word has hitherto been understood, much less the Commonwealth. The full title, the Commonwealth of Nations, should surely be used, particularly in schools.

* * * *

Bridging the Gap.

THE majority of young people in England and Wales leave school at the end of the term following their fifteenth birthday. Some indeed are allowed to leave before attaining that birthday, if the date of it falls in a school vacation. There are sober realists among educationists to-day who believe that the Education Act could and should be amended so as to keep all those children at school until the end of the summer term following their fifteenth birthday. Such a reform would be of tremendous educational advantage. Even so there would still remain for many young people a gap between the end of their full-time schooling and the beginning of their full-term employment. This gap may be a very serious and almost unbridgeable one. In the case of the nursing profession much thought has been given to the matter and various schemes made to recruit at 15 or 16 and keep usefully and even to some modest degree vocationally busy and happy until 18 those keen and really determined girls who cannot begin nurse training until that later age. In three successive issues last month there were views expressed in the *Nursing Mirror* on Nursing Cadet schemes. Editorial opinion was expressed strongly and unmistakably, against such schemes. "The employment of juveniles" it was stated "whether in approved nursing cadet schemes or in various unapproved ways is spreading like a sinister rash across the country and is, in our opinion, fraught with so many dangers . . ." This is emphatic, perhaps even exaggerated, condemnation. The objections to many, perhaps to most, nursing cadet schemes are however strongly and very generally held in the nursing profession. It rather spoils a strong enough case to stress the "atmosphere of drama and emotional tension inseparable from a busy hospital" and the "things not suitable for girls of tender age" to see or hear. Secondary modern school leavers of 16 or so do not suffer quite so easily from shock as some may suppose. Technical colleges throughout the country are co-operating to "bridge the gap" by providing classes for recognised pre-nursing courses or for nursing cadets. Dr. J. Stevenson Logan, Medical Officer of Health and Principal School Medical Officer of Southend, gave a most interest-

ing and informative account of a scheme operating under his direction. Girls are engaged as assistants to the School Clinic Nurse. They are able and are allowed to watch and later to do simple dressings, bandaging, disinfection, preparation and laying out of trays, preparation of dressings and the care of medical equipment. The girls also "chaperone" those who attend the clinic for medical examination and tests. They may also assist at immunisations. Dr. Logan's scheme has tremendous advantages. Its most distinctive and striking feature is that it allows the girls to do *as much* and not *as little* as possible in those activities which are (even to them) so manifestly related to their future career of nursing. Whereas with the Nursing Cadet or other juvenile "employed" (contrary to Ministry policy) in our hospitals there must be a constant concern lest the girl is doing something which is forbidden to her. In the Southend scheme the girls have the great satisfaction of helping, of being useful, of seeing real work done for real patients and of being approved rather than merely tolerated.

* * * *

Anglo- German Exchanges.

NORTHAMPTONSHIRE Education Committee reported last month that a grant would be made to teachers who might take parties of secondary school children on visits to Montabaur in the Rhineland-Palatinate, West Germany. In so doing they were following the precedent of their own action over the years in relation to visits and exchanges sponsored by their Service of Youth. Delegations from each town have visited the other and, as a result, seven secondary schools (6 grammar, 1 modern) have been paired with schools in Montabaur. Correspondence with pupils has begun and exchange visits will be arranged as soon as possible. The Ministry of Education in Mainz was assisting with their teachers' travelling and out-of-pocket expenses. The English Ministry of Education has informed Northampton that they need no approval if they wish to give similar assistance to their teachers conducting parties to Germany. It is however somewhat rare for the press to report the development or even the continued progress of such an exchange scheme. Their very excellence, the integrity of their promoters and the level at which they work means that they are not really news. Other schemes have other means and methods of their own, which court the maximum of publicity and manage to combine it with the minimum of real exchanges. Such "twinning" can be very gratifying to those people of sufficient civic importance to be included in a civic visit. These pairings do in fact tend to operate only at the very highest municipal and county level and to bring no continuing benefit to the ordinary people.

It so happens that twelve months ago the Cultural Convention between Great Britain and Federal Germany was signed, and the British Government invited the British Council to undertake on our side responsibility for educational and cultural work in Western Germany. This responsibility had hitherto been exercised, since the appointment of a British Ambassador, by the Cultural Department of our Embassy in Bonn. The British Council will take over on 1st October. There will in future be very much less public money available for this work and the valuable centres maintained in Germany

by the British Council will be further reduced. Comprehensive coverage will, however, be afforded from that Council's headquarters at Cologne through five regional directorates. It is intended to maintain a very substantial degree of continuity with the work of the past and the policies which have guided it. It is good to know that the British Council values so highly the regional links between Federal Germany and Great Britain, and is anxious to ensure that educational and cultural exchanges forming part of those links shall not be damaged by the change-over. The Council does in fact hope to extend further and to develop these exchanges and to encourage the establishment of new links, where conditions are propitious.

Local education authorities have an excellent opportunity now of reviewing their own positions in this really important matter. Those that are already linked with some area in Germany might do well to review the operation and still more the financing of their own schemes and see how far they can help this movement forward.

Married Women Teachers

Over 60,000 now In Schools

Sir Edward Boyle, Parliamentary Secretary, Ministry of Education, opening the Long Sutton County Secondary School, Lincolnshire, said:

"We are at present engaged on a major expansion of our teacher training colleges, but at the same time as we take measures to advance the training of students entering teaching we should also bear in mind the importance of encouraging people to re-enter teaching. I am thinking principally of married women who gave up teaching to look after their homes and families, but have since become free to resume it full-time because their children have grown up.

"There are at the moment nearly 20,000 married women teachers who have resumed teaching since 1948 after a break in their service, and you can judge how invaluable their services have been if I say that they alone amount to 7 per cent. of all teachers and to 12 per cent. of all women teachers. There are altogether over 60,000 married women teachers, many of whom are young married women.

"But let us not forget also those married women who are not free to resume teaching full-time yet might be glad of a chance to take it up again part-time. It is true that there are difficulties about employing part-time teachers, particularly in primary schools, but I am sure that we ought to consider how far we can overcome these difficulties. For if we could find ways of making use of the services of all the married women who might be interested in returning to teaching on a part-time basis, we should be able to make very useful additions to the teaching force, particularly among specialist teachers.

"Moreover, quite apart from the staffing of our schools it is also one aspect of an important general social issue. The trend to-day towards earlier marriages means that many women have finished bringing up their families at an age when they still have before them a good number of years of active life. Besides, the wider diffusion of labour-saving devices often make it easier for them to contemplate full-time work, or at least part-time work,

outside the home. They form a reservoir of talents in many occupations and activities, and I am sure not only that many of them would welcome more opportunities for employing their talents, but also that the nation cannot afford to not make the fullest use of them."

Television Programmes for Schools

A-R Plans for 1959/60

Three important innovations in schools television have been approved by Associated-Rediffusion's Educational Advisory Council for 1959/60. After restricting their programmes to the 11-15 age-range for two and a half years, the company will introduce a series specifically designed for primary schools to run throughout the school year. Naturally, this must be experimental in the early stages but the intention is to retain it as a permanent part of the service if reactions are favourable. Programmes will also be provided for grammar school VIth forms, in an Autumn term series on "The Artist and Society." Finally, in order to make it easier for schools to use the programmes more widely, each one will be repeated on a second, and two of them on a third, day of the week.

At the beginning of the third year of schools television, it is clear that certain subjects are proving themselves as perennials in the output for secondary schools. During 1959/60, therefore, there will be a science series running throughout the year, the drama series will be extended to two terms, and further series will be provided on visual arts and the enjoyment of books.

New German Language Series

For those who are interested in Germany and German life, or just wish to improve their knowledge of the language, a new Thursday evening series in Network Three entitled "Talking German" will provide a great deal of useful background and practical help. It is broadcast from 7.10 to 7.30 p.m. and started on May 14th.

There will be twelve programmes: the first six taking the form of a weekly Brains Trust, and the second six will relate the adventures of an English couple travelling in Germany and deal with their language difficulties. In the Brains Trust programmes German speakers will discuss listeners' questions about Germany and the German point of view, and the chairman will summarise the speakers' answers in English.

On the panel will be Dr. Rudolf Germer, a student of English Literature at King's College, London, who came here from Freiburg last September on a British Council scholarship; Fritz von Globig, London Correspondent of the Hamburg newspaper *Die Welt*, and Anne-Marie von Mutius, who looks after the Anglo-German Association's Youth Group in London and is married to an Englishman. The chairman will be Ferdy Mayne, an actor who has lived here for many years and appeared in numerous films, and who has often broadcast in the B.B.C.s German programmes for schools.

Questions for the panel will be welcome now and should be addressed to "Talking German," B.B.C., London, W.1.

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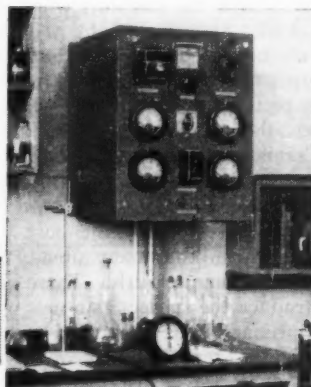


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Teaching about the Commonwealth

Mr. Geoffrey Lloyd wants more done in Schools.

More should be done in this country to bring home to children and young people the nature and significance of the Commonwealth as a living and growing partnership, says Mr. Geoffrey Lloyd, Minister of Education, in a Circular issued to local education authorities.

"The history of the Commonwealth is as much part of the British story as the history of the United Kingdom's relations with the Continent, and is full of variety and interest" says the circular, which is designed to encourage and stimulate thought about the Commonwealth by all concerned with the education service. The Minister hopes that the suggestions made will not only be of value to the curriculum as a whole, but will also help the schools to make appropriate arrangements to celebrate Commonwealth Day, 24th May.

The circular outlines the opportunities for teaching about the Commonwealth in schools but points out that the teachers themselves are the best judges of what should be taught, and that many already undertake some study of the Commonwealth. There is therefore no need to introduce the subject as a new one in the curriculum of primary and secondary schools, but the Minister suggests there should be opportunities in some secondary schools for a sustained course of Commonwealth study. Among the contemporary issues deserving of study are the problems of multi-racial societies, the Colombo Plan and the Colonial Development and Welfare Acts.

Where a sustained course of Commonwealth study is not possible, individual stories, achievements and geographical features drawn from the wealth of Commonwealth material available can provide excellent illustrations in history, geography and other subjects. Many examples are given. These include first class stories in the mythology of India; the Sea Dyaks of Borneo; the building of the Canadian and Pacific or Uganda railways; and the lives of men such as Rajah Brooke of Sarawak or Raffles of Singapore.

Further opportunities are discussed including the possibility of arranging links by correspondence between schools or individual children in different parts of the Commonwealth. The Ship Adoption Society can link schools with British merchant ships as they voyage across the world. There is also a farm study scheme organised by the Association of Agriculture which puts schools in touch with firms in different parts of the Commonwealth.

The Minister says there is also a need for more exchange of help and experience between teachers and others concerned with education in the various Commonwealth countries. "This two-way traffic in ideas and traditions cannot fail to strengthen the greatest multi-racial society of free peoples the world has ever known."

The circular gives much information which will help the teacher, including details of the special facilities provided by the Commonwealth Institute, the Central Office of Information and the Royal Commonwealth Society.

The Denominational Schools

Discussions on Grants

Mr. R. A. Butler, the Lord Privy Seal, and Mr. Geoffrey Lloyd, Minister of Education, last month saw representatives of the Free Churches to discuss the question of grant for denominational schools.

The recent White Paper, "Secondary Education for All" said "So far as the school building programme is concerned the Government recognise that the churches may need some further help if they are to be enabled to play their full part in carrying out their share." Since the publication of the White Paper Mr. Lloyd has had two rounds of discussions with representatives of the churches, the teachers and the local authorities.

The purpose of last month's meeting was to discuss further the provisions of the 1944 Education Act on church schools, and their relationship with the proposals now being considered. Mr. Butler was, of course, the Minister responsible for the 1944 Act.

The Free Churches were represented by the Reverend Dr. Ernest Payne, Moderator of the Free Church Federal Council, the Reverend Dr. A. R. Vine, Secretary of the Free Church Council, the Reverend G. R. Osborn, Secretary of the Methodist Educational Committee, the Reverend A. S. Clement, representing the Baptist Union of Great Britain and Ireland, the Reverend William Simpson, representing the Congregational Union of England and Wales and the Reverend Peter McCall, representing the Presbyterian Church of England.

Mr. Butler and Mr. Lloyd had a useful exchange of views with the representatives of the Free Churches. It is not expected that further meetings with representatives of the other denominations will be held.

Education and Industry

Speaking at the annual luncheon of the Institution of British Agricultural Engineers, Mr. Geoffrey Lloyd, Minister of Education, said that co-operation between industry and the technical colleges was fundamental to the success of the national drive to develop technical education to a level unequalled anywhere else in the world.

Referring to the new National College of Agricultural Engineering to be established soon at Silsoe in Bedfordshire, Mr. Lloyd said that the College would stand or fall by the degree of support it received from industry. "Very promising developments" continued Mr. Lloyd "are already taking place in the Colleges of Advanced Technology. Distinguished industrialists are giving up their time to serve on governing bodies and on Boards of Studies. There is a growing volume of research sponsored by industry. Practical industrial problems are being referred by industry to the Colleges. There is interchange of teaching staff. Industry has been generous in gifts of machinery and equipment, and in endowments to found new Fellowships and Scholarships. And, above all, industry is showing great foresight, as well as generosity, in the release of apprentices and young professional trainees to attend, largely at the firms' expense, full-time and sandwich courses at the Colleges."

"The new National College at Silsoe" continued

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CONTENTS of the 1959 spring number of *English* (price to non-members, 5s.) include :

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THE DESERTED VILLAGE AND SIR ROBERT WALPOLE, *K. J. Fielding*.

COMIC VIEWPOINTS IN SKETCHES BY BOZ, *Charles B. Cox*.

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Mr. Lloyd "will be the peak college for the agricultural engineering industry. And, like the Colleges of Advanced Technology, its success will depend more than anything else on the support it gets from industry. A very promising start has already been made. The industry has promised to provide machinery and equipment costing some £50,000, and has accepted a continuing commitment to keep the stock up-to-date. And I shall soon be announcing that distinguished figures from the industry have agreed to serve on the Governing Body, under the Chairmanship of Sir Eric Ashby."

"I am sure" concluded Mr. Lloyd "that we can count on the continued support of industry to make the new College one of the main centres of advanced agricultural education not only at home but throughout the Commonwealth."

Move to make Belfast Museum a National Institution

Belfast's Museum and Art Gallery will become a national institution if proposals recently made by the Northern Ireland Government to Belfast Corporation materialize. The Museum will be the State's second cultural institution. A Folk Museum is already being assembled and will reflect the development of life down the centuries.

The Belfast Museum and Art Gallery was opened thirty years ago by Belfast Corporation. It was founded on the exhibits of two earlier cultural institutions—Belfast Natural History and Philosophical Art Museum (which opened in College Square North in 1831) and an Art Gallery which was housed in the Corporation Library building in Royal Avenue.

Plans to merge these two institutions in the Museum were delayed by the first World War, and it was 1924 before the foundation stone of the present building was laid. Because resources were limited, the Museum building was only two-fifths completed at the time of its opening, and for the same reason it has remained that way every since.

When it becomes a national institution, however, the State will bear the cost of its completion probably in accordance with the original plan made nearly forty years ago. This is one of the proposals made by the Minister of Finance to the Corporation.

The Minister's proposals also include the appointment of a board of trustees to run the Museum without interference by the Government. Running costs will become a charge on the Exchequer, apart from a small levy on the rates of the City. Another result of a change of status would be that more money would be available for the acquisition of pictures and other exhibits.

Development of the Museum as a national institution will probably involve some re-orientation of its activities in order to make it national in character as well as name. Arrangements may be made whereby provincial areas will benefit from touring exhibitions of antiques, paintings, etc.

Belfast Museum is not the only one, however, in Northern Ireland. The ancient ecclesiastical city of Armagh has a good museum. Portadown also has a small one, and the seaside town of Bangor is also trying to build up a museum and art gallery. Another museum existed in Londonderry but it was closed during the War and has not since been re-opened.

Parent-Teacher Associations in Hungary

Minister stresses need for Co-operation

Parent-teacher associations have an important part to play in the educational system, said Hungary's Minister for Cultural Affairs, Mrs. Valeria Benke, interviewed by M.T.I., the Hungarian news agency.

"The school cannot solve on its own the problem of educating young people," she said. "The help of society is necessary. Here parent-teacher associations come in, for they are in close touch with the schools. Let us commend those parents and educationalists who work together in the service of education, bringing about harmonious co-operation between family and school."

"Parent-teacher co-operation should not be restricted to the organisation of dances and other money-raising functions. Its fundamental purpose should be the progress of education."

"Parents should stand shoulder to shoulder with teachers in solving the numerous problems of education. It is important, for instance, that there should be harmony between school and home concerning the methods of giving rewards and punishments. Only then can education be effective. Let them by all means take a stand together against corporal punishment. But, it should also be recognised that it is all too easy for children to become selfish and demanding if too many material possessions are showered upon them. Much is spoken nowadays about moral education. We are proposing to introduce lessons on ethics. It should however be emphasised that instruction in socialist ethics alone will not develop a socialist morality in youth. Only the joint work of the family, the school and youth organisations can bring about real results."

Whitworth Foundation Scheme

Minister Doubles Value of Awards

Mr. Geoffrey Lloyd, Minister of Education, has decided to double the value of the Whitworth Fellowship—for long the premier award in engineering—from £500 to £1,000 a year from 1960.

He has also decided to alter the rules so that the award in future will be given not to newly qualified graduates but to practising engineers who have shown themselves to be extremely able and likely to benefit from additional study and training.

In a memorandum to local education authorities the Minister says that he is taking these steps in order to meet the changed conditions since the Whitworth Foundation scheme was introduced and to maintain the long-established prestige of the award. The original purpose of the scheme was to provide an opportunity for the *intending* engineer of particular merit to obtain further qualifications and experience, but this has now been largely superseded by the growth of assistance from industry and public funds.

Some of the most outstanding engineers this country has produced have been Whitworth men and the records of the hundreds of men who have benefited by the foundation show that the majority of them have reached high positions in industry, education, or the public

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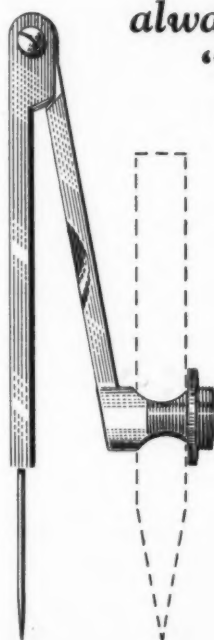
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services, and have contributed substantially to the progress made in the field of engineering.

From next year up to three Whitworth Fellowships of £1,000 a year will be offered. These may be supplemented by allowances for dependants and for travelling and subsistence. In addition up to three Whitworth Exhibitions of £100 will be awarded to unsuccessful candidates whose work deserve recognition.

Applicants must be over the age of 25 years and be in possession of a university degree in engineering, a Diploma in Technology (Engineering), a Higher National Diploma or a Higher National Certificate in Engineering with at least two distinctions, or a qualification approved by the Minister as of equivalent standard. They must have been subsequently engaged as practising engineers for not less than three years.

Applications for the 1960 competition must be submitted to the Ministry of Education by 31st July, 1959.

Scotland's Largest Post-War School

All-Electric Building for 1,700 Pupils

Work has commenced on Kirkton High School, Dundee, which will be the largest school to be built in Scotland since the war and which will be all-electric with an installed load of over 2,000 kW.

Designed by Mr. Robert Dron, A.R.I.B.A., F.R.I.A.S., City Architect of Dundee, the school will accommodate 1,700 pupils and will cost nearly £500,000.

Kirkton High School will incorporate junior and senior secondary wings and a modified course wing—70 classrooms in all—two gymnasiums, an indoor swimming pool and a large dining/assembly hall with a fully equipped electric kitchen for school meals.

The building contract has been awarded to Truscon, Ltd., whose "picture frame" pre-cast concrete structural system will be used throughout the building, which will include two, three and five storey blocks.

Heating of the new school will be by electric floor warming with a total load of 1,244 kW, plus panel heaters on the swimming pool walls; 129 contactors and 158 thermostats are incorporated in the floor-warming circuits.

The specification for the electrical installation was drawn up for Dundee Corporation by the Dundee Area of the North of Scotland Hydro-Electric Board. This calls for 1,358 lighting points—839 fluorescent and 519 tungsten—with a total loading of approximately 140 kW. Other interesting requirements are 137 13-ampere sockets for general purposes; 64 points for motorised units in the technical rooms and 64 1-v. lighting points for these machines; 61 1-v. bench points in the science rooms.

Throughout the school there will be 24 electric clocks, five electrically operated playground bells, 22 period bells, 30 fire alarm hooters, and 26 fire alarm contact points.

In the domestic science rooms there will be 17 cooker control panels for ten 3-kW cookers and seven 6-kW cookers. This section of the school will also be equipped with points for two 3-kW washboilers, two washing machines four 3-kW drying cupboards, two spin dryers and 43 irons.

Electricity for hot water will be supplied at off-peak periods. Hot water for general school purposes will be provided by three 500 gallon water heaters, each of 75 kW; and a 75 kW circulator will serve the swimming pool.

The equipment in the school meals service kitchen will comprise a 33 kW range, five 16-kW boiling pans, one 18-kW fish fryer, two 5.5-kW hot cupboards, two 3.5-kW hot cupboards, three 9-kW steaming ovens, two 6.4-kW general purpose ovens, four food preparation machines, a refrigerator, three 4-kW rinsing sinks, and a 350 gallon 75-kW water heater.

New Three-Year Plan for Technical Education

A new capital investment programme planned to cost £54 million for technical education in the three years after 1961 was announced last month, by Mr. Geoffrey Lloyd, Minister of Education. In a Circular to local education authorities Mr. Lloyd says that in order to maintain the momentum of the advance in technical education a building programme of £15 million will be approved for 1961-62 and that programmes for 1962-63 and 1963-64 will be provisionally set at the same figure. This total programme of £45 million is expected to involve consequential expenditure of £9 million on equipment.

The £70 million building programme for the five-year period covered by the 1956 White Paper up to 1961 is progressing steadily. Building projects under this plan for new colleges or major extensions now number 359, and in 1958 the amount of work started amounted to £15 million. Local education authorities will now be able to continue to plan their building work two years in advance.

The new three-year programme will provide for:

1.—further increases in the output of advanced students in science and technology beyond the level of 15,000 a year which the plans announced in the White Paper were designed to make possible;

2.—further expansion in educational provision for technicians and craftsmen to match the training opportunities which it is industry's task to provide for the growing number of young people who will be available for employment;

3.—improving existing facilities in the colleges not only for teaching but also for social and recreational purposes, including hostels.

In the later two years of the programme it is proposed to give special priority to building proposals for commercial education, on which the Minister hopes soon to announce his views in the light of the Report of the Advisory Committee on Education for Commerce. There will also be some capital expenditure on art education.

Forty children from London schools for the partially-sighted are on a school journey to Holland, the first journey abroad ever organized for handicapped children in L.C.C. schools.

Stevenage Plans to meet a School Holiday Problem

Stevenage New Town, Herts., has a birth rate twice the national average. That means that each summer Stevenage has to face an even bigger problem than most other towns when the schools go on holiday.

How are children to amuse themselves in a New Town which has been forced, by the nature of development, to cater for the more utilitarian needs first?

Stevenage thinks it has found the answer with its first-ever Play Leadership scheme. It begins the task of providing off-street amusements for many of the town's 7,500 schoolchildren on August 10th.

The organiser of the scheme will be Mr. Peter Gardiner, a schoolteacher of Stevenage. Two other teachers, Mr. D. Thomas and Mr. G. P. Tate, will help him as full-time assistants.

The scheme will operate at two centres—at Shephalbury Park and the King George V playing fields. Mr. Gardiner explains: "It's our job to see that once a child has turned up it is entertained and not simply put somewhere under cover or just off the streets."

The programme he has in mind will include swimming, cricket, football and athletics (local enthusiasts have been invited to coach small groups of children), films, and Punch and Judy shows.

Mr. Gardiner adds: "The play scheme is intended as an opportunity to give children a month of playing together. They will be encouraged to use the parks properly—and leave them as clean as they find them."

The scheme will cost an estimated £800. But for the mothers of Stevenage New Town it will be money well spent.

Ministry of Education

Changes of Address

The rebuilding of the bomb-damaged part of the Ministry's premises in Curzon Street is nearing completion and three Branches at present located elsewhere will be transferred to Curzon Street in the near future.

Special Services Branch (lately at 36-38, Berkeley Square) has now returned to Curzon Street.

The other Branches to be transferred are Teachers' Branch (Teacher Training now at 36-38, Berkeley Square, and Teachers' Qualifications now at 14, Cornwall Terrace, Regent's Park) and Adult Education and Youth Service Branch (now at Berkeley Square). The dates of their transfers will be notified nearer the time.

From about mid-summer, therefore, all Branches of the Ministry will be located in Curzon Street except:

- (a) Awards Branch, which will remain at 14, Cornwall Terrace, Regent's Park, London, N.W.1; and
- (b) Teachers' Pensions and Teachers' Salaries Branches which will remain at Honeypot Lane, Stanmore, Middlesex.

A successful one-day conference on the teaching of electrical housecraft was organized on 2nd May in the Carlisle Technical College by the E.A.W., and was attended by fifty-one science teachers from the city of Carlisle and the county of Cumberland.

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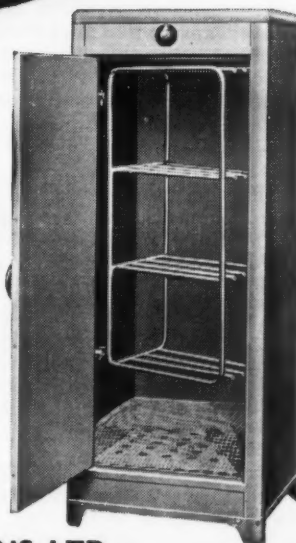
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Work Overseas

Since the 1890's the examinations of the Institute have been taken by students in various parts of the world, more especially in countries now forming part of the Commonwealth. For many years there was no substantial attempt to provide special examinations suitable for particular needs overseas and those taking the Institute's examinations were, for the most part, students who had begun their studies under arrangements made in this country or individuals who were anxious to obtain qualifications which would be of value in the British Isles. In recent years, however, there has been a substantial growth of technical education in most parts of the Commonwealth; a development which has been closely linked to the growth of local industries, with consequent demands for qualified craftsmen and technicians, coupled with a general desire to raise material standards of living. The effect of this on the work of the Institute has been to increase very greatly the number of overseas candidates for examinations at an even faster rate than entries have risen in the British Isles. There is now the important difference that whole classes of students at technical colleges enter, as a logical conclusion to their courses of study, rather than the odd one or two individuals who had studied privately without the benefit of guidance from a technical college.

To guide its policy in relation to these new needs, the Institute set up some time ago a Committee on Work Overseas whose members are all prominent in the field of technical education and have great experience of conditions in all parts of the Commonwealth. An outcome of their work has been the preparation of a policy statement on overseas work which will in future govern relationships between the Institute and technical colleges overseas (except in India and Pakistan, concerning which future policy has not yet been determined). So far as the normal subjects are concerned, the new policy will strengthen the link with technical colleges and will ensure that students are accepted for examinations only when they have satisfactorily followed courses of study at recognised institutions for further education under the jurisdiction of the government authorities of the various Commonwealth territories or at other comparable institutions approved by the Institute. In this way the Institute can be assured that such matters as facilities for practical work and the conduct of practical examinations are of a standard equal to those obtaining in the United Kingdom and the same certificates can, therefore, be awarded to overseas students as are available to their counterparts at home. Moreover, there will in future be machinery for ensuring that legitimate differences in industrial techniques are catered for and that, without any variation in the standards of examinations, students will find examination questions which enable them to draw on their own practical experience rather than on second-hand knowledge of industrial practices in Britain.

Another particular need which the Institute has been asked to meet is that for qualifications at technician level equivalent to the Ordinary and Higher National Certificates in the United Kingdom. The administration of National Certificates by Joint Committees of the

Ministry of Education, Scottish Education Department and the professional institutions means that these certificates are not normally available to students in colleges overseas. It is clearly undesirable that students from the Commonwealth should be put to the expense and inconvenience of having to come to Britain solely for the purpose of obtaining such qualifications at this level when there are colleges in their own territories fully equipped and staffed for work of this standard. The Institute has, therefore, introduced a scheme of examinations for what are known as Ordinary Certificates in Mechanical Engineering, Electrical Engineering and Building and it is the intention to provide Higher Certificates in the immediate future. It must be emphasised that these examinations are not available to students in the United Kingdom where the Ordinary and Higher National Certificates are the appropriate qualifications. The new scheme will, however, greatly encourage the growth of technician courses in the Commonwealth and much interest has already been expressed in the scheme by colleges in East and West Africa and in the Far East. (The new certificates are not at present available in India and Pakistan, where certain policy decisions have yet to be made).

The organisation of the scheme follows very closely the pattern of the Ordinary National Certificate and provides for junior part-time and junior full-time courses of two and one year's duration respectively, followed by senior courses which are spread over three years in the case of part-time courses, or two years if full-time study is possible. The Institute will examine at the end of each year in all subjects except English.

The Committee on Work Overseas has not yet determined what policy it will follow with regard to approaching the professional bodies on the subject of recognition of the proposed Higher Certificates. This decision must await the preparation of the syllabuses for the Higher Certificates and a statement of policy will be made at the appropriate time.

National College for Airline Pilots

Plans for a national college for airline pilots to be known as The College of Air Training, Hamble, where cadets from about the age of 18 will be able to take an intensive two-year course in all aspects of airmanship, were announced in Parliament by Mr. John Hay, Parliamentary Secretary to the Ministry of Transport and Civil Aviation, early this month.

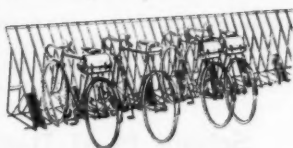
The college will open in the autumn of 1960 at Hamble Aerodrome, Hants., taking over facilities at present owned by Air Service Training Ltd., for which a purchase price has been fixed with the Airline Corporations. The college will be administered by a Board of Governors set up under a Trust Deed. Members will be nominated by the Airline Corporations and the Ministry of Transport and Civil Aviation and will include representatives of the Ministry of Education and other educational interests. The independent airlines will also be represented on the Board.

Mr. T. H. Beevers, formerly assistant master at Harrow School, has been appointed Chief Education Executive for Smiths Motor Accessory Division.



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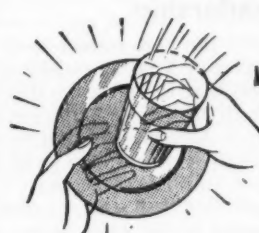
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The Health of the Schoolchild 1956-57

In December 1957 the School Health Service completed its first fifty years of work. This report describes in detail the development of the service, its scope, and the provision made for the treatment and education of handicapped children. Illustrated. **10s. 6d. (post 9d.).**

Teaching Mathematics in Secondary Schools

During the present century much has been done in the reform of the teaching of mathematics, yet much remains to be done if we are to maintain our position in the forefront of scientific advance in the world to-day. This pamphlet makes suggestions for the promotion of greater interest and efficiency in the subject for both student and teacher. (Pamphlet No. 36). **6s. (post 6d.).**

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Youth Leadership

In his presidential address to the 21st annual conference of the National Association of Youth Leaders and Organisers, Mr. F. J. Bush said that there was no doubt the future trend of the Youth Service would largely depend on the conclusions of the Albermarle Committee, and if as they hoped a new Youth Service was to be born they, as full time professional youth leaders, must be there at the top helping to frame this fresh start. Leaders, he urged, should take an interest in the wider issues of their work and not confine their activities to their own club.

Speaking on what he termed the "renewed interest" in young people by the lay press Mr. Bush deplored the tendency to concentrate on the more sordid and sensational stories. The vast majority of young people "are ordinary decent living folk" said Mr. Bush, and while they should not ignore the hooligan type they should remember the normal young person and his needs.

A resolution passed by the conference urged the revival of the national advisory council for the Youth Service which should be given the power to initiate its own inquiries and activities. The resolution also suggested the establishment of a national advisory council for all youth work.

School Furniture—Performance Testing

School furniture complying with the new British Standard 3030 will, as already announced, have to undergo rigorous performance tests as set out in Part 2 of this new set of school furniture specifications.

The tests will apply to classroom chairs and tables (covered by Part 3 of B.S.3030) and to school dining chairs and tables (at present covered by B.S.2639 which is now being revised and will be published during the coming summer as Part 5 of B.S.3030).

It has been agreed by the technical committee concerned that a period of at least six months should be allowed after publication of the performance tests before these requirements are enforced. This period will end in late August. The interval is to allow manufacturers to equip themselves with the necessary apparatus and to carry out tests on their products.

In view of this the B.S.I. propose to issue licences, to operate from 1st October, 1959, to manufacturers wishing to apply the Kite-mark to school furniture. Applications for such licences may, of course, be made immediately.

Advisory Council on Education

Special Committee to Receive Evidence

The Special Committee of the Advisory Council on Education in Scotland, set up in February of this year under the Chairmanship of Principal Knox of St. Andrews University, to consider transfer procedure and post-fourth year examinations, is now ready to receive evidence.

The terms of reference of the Committee are:

"(i) to review the methods of transferring pupils from primary to secondary education having regard

both to the work of the final stages of the primary school and also to the possible forms of secondary school organisation; and

"(ii) to consider the structure of secondary education at the stage beyond the level of the proposed ordinary grade of the Scottish Leaving Certificate, with special reference to the form which the Certificate should take at that stage; and to make recommendations."

Communications should be sent to the Secretary of the Advisory Council, Room 311, St. Andrew's House, Edinburgh, 1.

School Meal Duties

Replying in the House of Commons to a question by Mr. Janner, who asked whether the Minister had yet completed his discussions with representatives of the authorities and the teachers on the duties of teachers in connection with the provision of school meals and if he would make a statement, Mr. Geoffrey Lloyd said he had asked local education authorities to consider ways of reducing the burden falling on teachers, and proposed to review from time to time the way things are going.

Commonwealth Institute

Appointment of Conference Organiser

Sir James Harford, K.B.E., C.M.G., at one time a master at Eton and lately Governor of St. Helena, has been appointed Conference Organiser for the Commonwealth Institute. Sir James took up duty this month.

One-day high-level conferences on major Commonwealth topics are arranged for teachers in training and for grouped audiences of sixth-form pupils drawn from grammar and independent schools. Started experimentally some five years ago, these conferences have now become one of the most valued outside educational activities sponsored by the Institute. Last year (1958) more than forty were arranged throughout the United Kingdom, the total number of young people taking part being about 8,000. A successful variant of these conferences was also introduced for the benefit of other secondary schools, and six conferences of this type were held. It is the continued expansion of this activity, brought about by the growing demand, which has necessitated the appointment of a senior officer free to devote himself exclusively to the management and development of the conferences. In securing the services of Sir James Harford the Institute has been particularly fortunate. He brings to this important post the attributes of a scholarly mind, a wide knowledge of Commonwealth affairs and a long and distinguished administrative experience. Besides organising the conferences, Sir James, who is very much at home when addressing young people will himself, take an active part on the day, either as chairman or speaker.

The Birmingham Education Authority have awarded, under Section D3 of the Burnham Report, additional allowances to unqualified teachers at Special schools with over 14 years' service.

FILM STRIP REVIEWS

COMMON GROUND LIMITED

CGA 717—A California Fruit Ranch.—The title is a modest one, for Professor J. A. Lauwerys has quite a lot to say about California in general and the first five frames show the varied terrain—the forests and mountains of the north, the desert scene in Death Valley, the southern oilfield, Boulder Dam and the plain of the central valley—enough information to help the student to understand why irrigation is so very essential on the Wileman properties of Dos Palmeros Fruit Farm. Irrigation by canal and pump are both shown. With such a long dry season drying of grapes and peaches is a prominent feature on the farm. Gathering packing and despatching are all dealt with and the employment of labour, chiefly Mexican, discussed. The whole strip is colourful and certainly indicative of the prosperity associated with this thriving state; the effects vivid enough to make us feel we should like to be there. 25 frames.

CGA 795—Across the Yugoslav Karst.—In striking contrast to the previous strip on California, here is a fine example of a population eking out a hard existence on inhospitable terrain, the heavy mountain rainfall running away into swallow holes and a labyrinth of underground caverns, leaving one of the driest land areas on the continent. The strip deals with the offshore islands, the littoral zone and the mountain zone. Dryness is the characteristic feature and H. T. Savory has made some excellent pictures typical of the area. The gorge of the River Krka makes a fascinating study; of special interest, too, are the new cistern at Grohote, the Dugo Polje from Mosor and the women washing clothes at the stream from the spring. Colour accentuates the bareness and aridity of the limestone strata. 27 frames.

CGA 782—The Copper Belt of Central Africa.—An addition to the Geography in Colour series. This shows pictures of the Copper Belt some 40 miles wide and stretching almost 280 miles from Kolwezi in the N.W. to south of Ndola in the S.E. After a map and a picture of the natural countryside near Elizabethville the strip takes us straight to the mines to see open cast and underground mining and fine photographs they are too. The problems facing industry rightly claim the major portion of the strip. These deal with the labour supply and the need for training schools, the housing and other amenities, power supply and transport. Though two-thirds of the belt is in Belgian Congo the majority of the photographs were taken in Northern Rhodesia. The strip shows how the exploration of the copper deposits has greatly accelerated the advance of the African and demonstrates how industry has gained from experience how to establish large undertakings in empty lands and appreciates the many human problems such changes inevitably bring about. 27 frames.

IB 713—Life in the Roman Empire.—An Isotype Strip in "The Ancient World" series and a sequel to IB 682, "The Growth of Rome." Colourful maps show the Roman Empire under Augustus, the Empire in 14 A.D., the world as known to the Romans in the 1st century A.D. and the City of Rome. There are excellent photographs of statues, frescoes, bas-reliefs and mosaics; some serial pictures and plans. Commencing with the reign of Augustus and imperial peace the strip turns to the defence of the Empire citing Hadrian's wall as a good example. The section on travel deals with roads and shipping lanes, horse drawn wagons,

pack mules and river boats; the lighthouse at Dover is figured together with a reconstruction. To typify building we have Trajan's forum, the forum at Sabratha, Ostia and the plan of a villa at Chedworth, Gloucestershire. Amusements include chariot racing, gladiators and baths. The concluding section on religion deals with Emperor worship, Mithraism and Christianity. The whole strip maintains the high quality and artistic layout characteristic of productions from the Isotype Institute. 32 frames.

EDUCATIONAL PRODUCTIONS LIMITED

C6272—The Spread of the Church.—In a previous strip—C6271—The Ministry of Christ—we have followed the disciples through the Holy Land. We can now continue our journey and follow the footsteps of Peter and Paul. Through the medium of these lovely photographs in colour we may visit St. Stephen's Gate, Jerusalem, the Caesarean coastline, the street called Straight in Damascus and the window on the wall; admire the Acropolis, Parthenon and Temple of Athena; traverse the Apian Way and journey round Rome to see St. Peter's, the Colosseum and the Arch of Constantine. The map which so many of us used to draw is here with the well known towns plainly marked. To-day's youngsters are fortunate in having such a splendid selection of pictures to help them follow the expansion of the Christian faith—there should not be a dull moment in lessons backed with these helpful aids. 24 frames.

C6328—The Three Wise Men.—It is gratifying to know that the youngest of our scholars are still being catered for in this charming series; Blandford's Very First Bible Series. As in previous issues the strip is a reproduction of the colour pictures in the book by Marjorie Procter. Trever Evans' artistic style is attractive and very colourful, providing more of a dramatic setting than a picturesque one—backgrounds are cut to the minimum to concentrate attention on the figures. The teacher has the book as a guide and it would be a happy child who, after the first showing, had the opportunity of reading the commentary on a future occasion. Many of these excellent stories are now available, all with 28 frames. We have found the younger Juniors also appreciate them to the full.

Berkshire Headmaster Honoured

The Tonic Sol-fa College of Music have conferred an Honorary Fellowship upon Mr. E. Stanley Nicholas, Head Master of Upper Basildon School, near Reading, Berkshire. Only two such Honorary Fellowships are awarded annually by the College, which was founded in 1863.

Mr. Nicholas has been Head Master of Upper Basildon School since Easter 1938, Organist at Basildon Parish Church since 1940 and has been an examiner in English and Matriculation Music to the College for many years. A former Midlands newspaper critic, he was at one time private Organist to the late Earl of Dudley, and in 1929 won First Prize for Original Composition at Cheltenham Spa Music Festival open to all Great Britain. In 1957 he was admitted to the Freedom of the City of London and last year was elected to the Executive Council of the Tonic Sol-fa College of Music.

Mr. Nicholas who already holds two other Fellowships in Music is prominently associated with the Brooke Bond National Travel Scholarships and Educational Awards for which he is Chief English Adjudicator, and has been selected to accompany the National First Prize Winners to East Africa this summer.

BOOK NOTES

Sailing: with a foreword by Peter Scott, C.B.E., D.S.C. (Educ. Publications Ltd., 2s. 6d.)

A new volume in the well-known "Know the Games" series of this firm.

The beginner, even though he has an experienced tutor, needs to know the meaning of numerous nautical terms, as well as something of the theory of sailing. Without this his tutor's instructions will be meaningless. The terms are fully explained in word, picture and diagram in the earlier pages of the book. This enables the learner to become thoroughly acquainted with yachting language before reading the later pages. These deal with the handling of a sailing boat and how to get the best out of her. The book covers all aspects: types and construction, hull and fittings, running and standing rigging, sails and spars, going aboard getting under way, returning to moorings, care and maintenance of hull when not in use, some very necessary knots and hitches, and the rule of the road. As aptitude and confidence increase with practice, the owner of a dinghy will almost certainly want to pit his skill against others; to help him in this, the final pages are devoted to some elementary rules which must be observed when racing.

* * *

XXIst International Conference on Public Education, 1958. (International Bureau of Education. No. 196, 8s. 6d.)

Representatives of seventy-one States participated in the XXIst International Conference on Public Education which unanimously voted two recommendations addressed to the Ministries of Education, one on the preparation and issuing of the primary school curriculum (23 clauses), and the other on the facilities for education in rural areas (47 clauses). In addition to the complete text of these recommendations, the volume contains the account of the discussions which preceded the vote—discussions which reflect the multiplicity of the opinions which are evident in a meeting grouping the higher authorities of the Ministries of Education from the different countries—and of the efforts leading to the drafting of a common declaration.

This volume also contains a summary of the discussions arising out of the presentation of the national reports on educational progress during the school year 1957-1958, reports which will be reproduced in the International Yearbook of Education, 1958.

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Facilities for Education in Rural Areas. A Comparative Study. (International Bureau of Education. No. 192. 13s. 9d.)

Based on the replies from 71 countries to an inquiry undertaken by the International Bureau of Education, this study deals with the administration of rural schools, their organization, curricula, syllabuses and methods, teaching staff and measures taken towards the realization of equality in educational facilities. It shows that only those countries which are relatively very advanced (about a third of the world's population) possess an educational system which can provide complete primary education for children in rural areas, in schools with one or two teachers where the instruction given approximates that given to children in towns. Elsewhere, children living outside urban centres either do not go to school at all or else can only attend schools where teaching does not cover more than two, three or four years' study. In all the countries which answered the inquiry, efforts are being made to bridge the gap between rural inhabitants and others in the sphere of education, firstly as a matter of justice but also because ignorance in one section of the population impedes the solution of all the nation's problems, particularly as regards increased production and a raised standard of living. The present study allows a comparison to be made between the conditions prevailing and the methods adopted for this work in the different countries.

* * *

Preparation and Issuing of the Primary School Curriculum. (International Bureau of Education, 13s. 9d.)

Among the many aspects of the problem of school syllabuses, the one concerning the official procedures employed in the drawing up and issuing of primary curricula has received attention from the International Bureau of Education in this special study. The I.B.E. has already, during the last few years, been studying in this connection the question of the separate teaching of various subjects. Seventy-three countries replied to the questions put to them, thus enabling the I.B.E. to assemble and produce as a comparative picture the data provided. The place given to the teaching of the different subjects gave rise to a special statistical study of which the following is a summary: the mean of the place reserved for the study of language is shown to be 33.16 per cent.; for mathematics, 15.98 per cent.; for natural and physical sciences, 10.69 per cent.; for moral education and social science, 8.72 per cent.; for practical activities, 10.33 per cent.; for aesthetic education, 7.15 per cent.; for physical education, 6.36 per cent.; for religion, 5.14 per cent.; and for other activities, 2.47 per cent.

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The L.C.C. Central School of Arts and Crafts is therefore staging an exhibition from June 23-30 of the training of designers for the advertising and publishing industries. The exhibition will be called "Communication and Persuasion," and Mr. William Johnstone, O.B.E., the principal, has asked Sir Colin Anderson to open it on 23rd June.

The exhibition will include work by students taking three-year full-time courses and will show the various ways in which students establish links with industry—from visits to printing houses and advertising agencies to complete projects tackled and professionally criticised.

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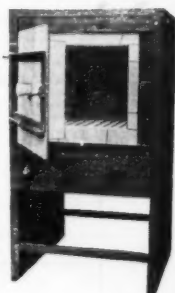
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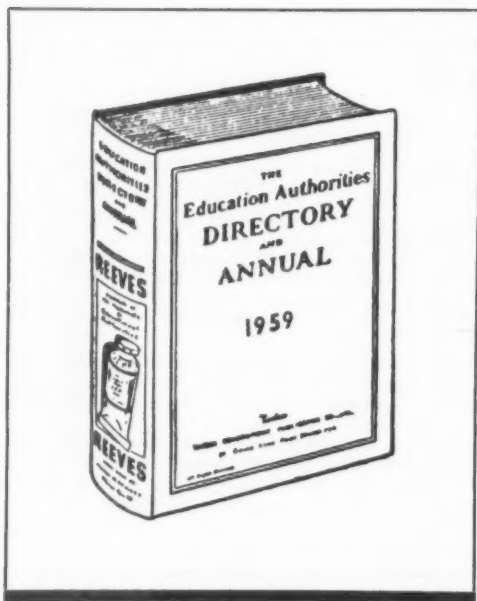
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